***Words Their Way***

***Word Study for Phonics, Vocabulary, and Spelling Instruction***

*fourth edition 2008*

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**Use of Spelling Inventories**

1. Administer the inventory as a traditional spelling test, but do not let students study words in advance.
2. Administer the inventory three times a year: September, January, and May; they are reliable and valid measure of what students know about words.
3. Read the directions above the USI before administering. Stop administering the assessment when students reach levels of frustration or eight misspellings.
4. Score the inventory by figuring out the words spelled correctly, or Power Score. Then use the chart to figure out the estimated spelling stage.
5. Sort inventory according to Power Score into 3 groups. The next day, administer the ESI to appropriate students. Finish administering the USI to appropriate students if the inventory was stopped.
6. *Targeted Students for RtI*. Monitor overall progress by using the same inventory several times a year. Analyze students’ spellings using the feature guide. This analysis will help you identify what orthographic features students know and what they are ready to study.
7. At the end of the year, record in Excel Spreadsheet the **Power Score**.

**Power Scores and Estimated Stages**

Power Score = Words Spelled Correctly

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| **Inventory** | **Emergent** | **Letter Name** | | | **Within Word Pattern** | | | **Syllables & Affixes** | | | **Derivational Relations** | | |
|  |  | E | M | L | E | M | L | E | M | L | E | M | L |
| PSI | 0 | 0 | 2 | 6 | 8 | 13 | 17 | 22 |  |  |  |  |  |
| ESI |  | 0 | 2 | 3 | 5 | 7 | 9 | 12 | 15 | 18 | 20 | 22 |  |
| USI |  |  |  |  | 2 | 6 | 7 | 9 | 11 | 18 | 21 | 23 | 27 |

**Upper-Level Spelling Inventory (USI)**

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The Upper-Level Spelling Inventory (UPI) can be used in upper elementary, middle, high school, and postsecondary classrooms. The 31 words are ordered by difficulty to sample features of the within word pattern to derivational relations spelling stages. With normally achieving students, you can administer the entire list, but you may stop when students misspell more than eight words and are experiencing noticeable frustration. If any students misspell five of the first eight words, use the ESI to more accurately identify within word pattern features that need instruction.

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| 1. | switch | We can switch the television channels with a remote control. *switch* |
| 2. | smudge | There was a smudge on the mirror from her fingertips. *smudge* |
| 3. | trapped | He was trapped in the elevator when the electricity went off. *trapped* |
| 4. | scrape | The fall caused her to scrape her knee. *scrape* |
| 5. | knotted | The knotted rope would not come undone. *knotted* |
| 6. | shaving | He didn’t start shaving with a razor until 11th grade. *shaving* |
| 7. | squirt | Don’t let the ketchup squirt out of the bottle too fast. *squirt* |
| 8. | pounce | My cat likes to pounce on her toy mouse. pounce |
| 9. | scratches | We had to paint over the scratches on the car. *scratches* |
| 10. | crater | The crater of the volcano was filled with bubbling lava. *crater* |
| 11. | sailor | When he was young, he wanted to go to sea as a sailor. *sailor* |
| 12. | village | My granddad lived in a small seaside village. *village* |
| 13. | disloyal | Traitors are disloyal to their country. *disloyal* |
| 14. | tunnel | The rockslide closed the tunnel through the mountain. *tunnel* |
| 15. | humor | You need a sense of humor to understand his jokes. *humor* |
| 16. | confidence | With each winning game, the team’s confidence grew. *confidence* |
| 17. | fortunate | The driver was fortunate to have snow tires on that winter day. *fortunate* |
| 18. | visible | The singer on the stage was visible to everyone. *visible* |
| 19. | circumference | The length of the equator is equal to the circumference of the earth. *circumference* |
| 20. | civilization | We studied the ancient Mayan civilization last year. *civilization* |
| 21. | monarchy | A monarchy is headed by a king or a queen. *monarchy* |
| 22. | dominance | The dominance of the Yankee’s baseball team lasted several years. *dominance* |
| 23. | correspond | Many students correspond through e-mail. *correspond* |
| 24. | illiterate | It is hard to get a job if you are illiterate. *illiterate* |
| 25. | emphasize | I want to emphasize the importance of trying your best. *emphasize* |
| 26. | opposition | The coach said the opposition would give us a tough game. *opposition* |
| 27. | chlorine | My eyes were burning from the chlorine in the swimming pool. *chlorine* |
| 28. | commotion | The audience heard the commotion backstage. *commotion* |
| 29. | medicinal | Cough drops are to be taken for medicinal purposes only. *medicinal* |
| 30. | irresponsible | It is irresponsible not to wear a seat belt. *irresponsible* |
| 31. | succession | The firecrackers went off in rapid succession. *succession* |

**Elementary Spelling Inventory (ESI)**

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The Elementary Spelling Inventory (EPI) covers more stages than the PSI. It can be used as early as first grade, particularly if a school system wants to use the same inventory across the elementary grades. The 25 words are ordered by difficulty to sample features of the letter name—alphabetic to derivational relations stages. Call out enough words so that you have at least five or six misspelled words to analyze. If any students spell more than 20 words correctly, use the Upper Level Spelling Inventory.

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| 1. | bed | I hopped out of bed this morning. *bed* |
| 2. | ship | The ship sailed around the island. *ship* |
| 3. | when | When will you come back? *when* |
| 4. | lump | He had a lump on his head after he fell. *lump* |
| 5. | float | I can float on the water with my new raft. *float* |
| 6. | train | I rode the train to the next town. *train* |
| 7. | place | I found a new place to put my books. *place* |
| 8. | drive | I learned to drive a car. *drive* |
| 9. | bright | The light is very bright. *bright* |
| 10. | shopping | She went shopping for new shoes. *shopping* |
| 11. | spoil | The food will spoil if it is not kept cool. *spoil* |
| 12. | serving | The restaurant is serving dinner tonight. *serving* |
| 13. | chewed | The dog chewed up my favorite sweater yesterday. *chewed* |
| 14. | carries | She carries apples in her basket. *carries* |
| 15. | marched | We marched in the parade. *marched* |
| 16. | shower | The shower in the bathroom was very hot. *shower* |
| 17. | bottle | The bottle broke into pieces on the tile floor. *bottle* |
| 18. | favor | He did his brother a favor by taking out the trash. *favor* |
| 19. | ripen | The fruit will ripen over the next few days. *ripen* |
| 20. | cellar | I went down to the cellar for the can of paint. *cellar* |
| 21. | pleasure | It was a pleasure to listen to the choir sing. *pleasure* |
| 22. | fortunate | It was fortunate that the river had snow tires. *fortunate* |
| 23. | confident | I am confident that we can win the game. *confident* |
| 24. | civilize | They wanted to civilize the forest people. *civilize* |
| 25. | opposition | The coach said the opposition would be tough. *opposition* |

**Words Their Way**

**Spelling Inventory: September January May**

**Grade:**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Power Score |
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